Chapter 6 of UbD is all about how a teacher can diversify their methods through multiple ways. For instance, there are three different ways to teach, didactic, facilitative, and coaching. Didactic is when a teacher gives a lecture of demonstrates something for the students, and in my opinion happens way too often, even in classes where professors and teachers try to diversify their methods. Facilitative is when the teacher and the students interact with each other, such as during simulations, or discussions. And coaching is when the teacher is giving the student feedback and practice. I feel like coaching and didactic teaching strategies are the most used, but that facilitative are usually the most beneficial, and therefore should be used more often. Another way to diversify methods is by using the classroom itself to change how you teach your students. On page 91, the example of creating a "quiet zone," in the classroom is given; I have a hard time reading when people are making noise because I am an auditory learner and when people begin to talk I feel like I need to hear them, and so a quiet zone within my classrooms would of been very beneficial. I recall in elementary school my 4-6 grade teacher had a section of the classroom that consisted of pillows, couches, and bean bag chairs where we would do our reading and our spelling tests. It was very comfortable, and moving to a new place in the room gave us a fresh experience and some fresh air. Yet, that classroom was giant and I will probably not have the opportunity to have a whole section of my room for a comfortable living space.

Chapter 7 focuses a lot on how to use the six facets within the classroom to make sure that students truly understand the content. Understanding is a lot more than memorizing facts, it requires critical thought and the ability to pick it apart and see how it is relevant. In order to encourage this critical thinking we are encouraged to ask big and broad questions that have open endings, that way our students must consider other options and ideas in order to come to a conclusion. This will also cause them to compare it to what is happening in the world or what has happened in the past, as well as their own life. WHERETO?

In MI Theory and Curriculum Development’s Chapter 7, the main focus is on how the MI theory is and can be reflected within curriculum. Students feel like they are having fun if they are learning through their main intelligence, and so the student absorbs more and focuses more. This is very important because it seems we are too busy drilling them so that they can pass standardized tests and not so that they can master the content. Teachers are still too busy talking at students and not with them, and are too busy teaching them in a didactic way instead of a facilitative way, as a true MI teacher would.

Chapter 6 of MI focuses on how the MI theory is and can be reflected within the teaching strategies. This is quite obvious, since if a teacher supports the MI theory it will reflect in the way they teach their class. They will stray away from the typical teacher talk and lecture style and focus on innovative and creative ways to meet the learners needs. This chapter gives multiple examples of ways to cater to the needs of each intelligence, such as story telling for linguistic learners, calculations for logical-mathematical learners, visualization for the spatial learner, etc.